

# The Little Hall Gardens Nursery

Inspection report for early years provision

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**Unique reference number**

138217

**Inspection date**

12/08/2010

**Inspector**

Lorna Hall

**Setting address**

The Little Hall, 49 Durnsford Avenue, London, SW19 8BH

**Telephone number**

020 8947 7058

**Email**

**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Little Hall Gardens Nursery opened in 1996. It operates from a converted village hall and is a single storey premises consisting of a baby unit and main play room, plus kitchen and toilet facilities, storage and an office. There are two enclosed outdoor play areas. It serves the local community and is close to Wimbledon Park. There is a ramp leading up to the nursery for ease of use and disabled access.

There are currently seventy nine children under five on role at the nursery. This includes 30 children age between two and five years old. Children attend a variety of full and part time sessions. The setting supports children who speak English as an additional language and children with learning difficulties.

The nursery opens five days a week, fifty one weeks a year. Sessions are from 8.00 to 19.00, 8.00 to 13.00 and 14.00 to 19.00.

The nursery employs twelve members of staff, of these, six hold early year's qualifications and six are working towards a recognized early year's qualification.

The nursery receives support from the Early Years Development and Childcare Partnership, the Pre-School Learning Alliance and is part of the Effective Early Learning quality assurance scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The nursery promotes most aspects of children's welfare and development satisfactorily. Children are safe and secure in the setting and generally make steady progress in their learning. Children generally adopt a healthy life style; however, there is inconsistency in children washing their hands before handling food. Staff build secure relationships with the children and provide an inclusive environment where all children are welcomed and receive appropriate support according to their needs. There are systems in place to monitor and evaluate the provision, consequently, areas of strength are clearly identified and the leadership and management are working with others such as the Early Years to address the areas for improvements, namely the planning and assessment. The nursery enjoys a good relationship with parents and there is good support for children who have learning difficulties.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the use of observations and assessment to identify learning priorities and plan relevant learning experiences for each child
- ensure older children's independence is consistently promoted especially during routine activities such as meal times
- improve hygiene procedures to ensure all the children wash their hands before handling food
- consider the grouping of children to ensure they have opportunities to initiate their play

## **The effectiveness of leadership and management of the early years provision**

Satisfactory recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff, this helps to safeguard their welfare. There is a named safeguarding officer who has attended relevant training and other senior staff are booked on safeguarding training. Staff have a sound understanding of the signs and symptoms of abuse and know who to contact if they have concerns about a child. Daily risk assessments are carried out and records kept. Additionally, staff are vigilant in reporting any safety concerns that arise. Appropriate fire detectors are fitted and fire drills conducted so the children know what to do in an emergency. Within the classrooms are safety devices, such as safety gates are fitted and most of the resources are stored at the children's level. All the required consents to promote the children's welfare are obtained from parents.

All the required records, policies and procedures required for the safe and effective running of the nursery are in place and these are made available to parents. Staff are committed to working in partnership with parents and they have good relationships with them. There is a strong emphasis on promoting inclusive practice. Consequently, staff have the appropriate qualifications and work closely with other agencies to ensure children with learning difficulties receive the help and support they need to access the resources and make progress in their development. To show their commitment to working in partnership staff from the early years visit the nursery to advise and support staff on planning appropriate learning experiences for all the children. As a result of their involvement changes have been made; staff now have time away from the children to plan and update their key children's learning journal.

Newsletters and notice boards also provide parents with information about the curriculum, staff deployment and local information. As part of the self-evaluation process parents received a questionnaire where they can comment on the service they receive. They speak highly of the nursery. Parents are warmly welcomed on

arrival and there is a verbal exchange of information. This is supported by written diary sheets which help to ensure the children experience consistent care especially children under two years old.

There is a positive attitude towards improvements and through self-evaluation, the leadership and management have identified areas for improvements and areas of strengths. Team meetings and spending time in the class rooms are some of the ways the leadership and management share their vision with staff. Staff are supported to attend training through the early years. The number of staff who have first aid training exceeds requirements.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in a welcoming, suitably maintained environment where they settle quickly and grow in confidence because staff are sensitive to their needs. They access a good variety of resources and equipment that are organised to enable independent access. Low level shelving, clear storage boxes labelled with pictures and text and good use of floor space enables the babies to explore and develop autonomy.

Children enjoy healthy and nutritious meals and snacks which are freshly prepared by the cook. They generally wash their hands before handling food; however, this is not consistent. The staff aim to minimise the risk of cross contamination through appropriate safety precautions such as wearing gloves and aprons when they change nappies. Lots of colourful posters are displayed in the children's bathroom to remind them to wash their hands. Older children wear their sticker with pride to indicate they washed their hands. The grouping of children at meal times is difficult as children wait for staff to serve them from the trolley. Although, older children demonstrate a high level of independence, For example, they pour themselves a drink from the water jug and clear their plates and cutlery after lunch. Their independence is not consistently promoted as they are not encouraged to help prepare for the next activity especially at meal times.

Children enjoy playing in the outdoor play space as part of a healthy lifestyle; they practice their physical skills as they jump on the trampoline and engage in structured sport sessions with a qualified sports tutor. They show good balance and bend their knees to throw balls in an attempt to knock down skittles.

Children build positive relationships with staff and each other. Children know what is expected of them as staff are good role models of acceptable behaviour and through discussion staff reinforce this. Children who are new to the setting and unsettled are quickly comforted by staff who encourage them to bring in favourite items from home as part of the settling in process.

Staff plan and deliver suitable learning experiences based on the children's interest. Parents provide comprehensive information about their children learning

styles and favorite activities. However, staff are in the early stages of using written observations and assessments to plan and deliver learning activities under the six areas of learning. Also to provide opportunities for parents to continually contribute to their children's learning and development. Although, children have individual learning journals there are gaps in the written information as some do not clearly identify where children are in relation to the early learning goals. Also the grouping of children does not always provide opportunities for them to engage in spontaneous play.

Children throughout the nursery enjoy story time and looking at books whether on their own or with an adult. They make connection as they hum favourite songs, for example, a book about a boat started the song "row row row" your boat with the actions. Children explore math's and use scales to balance objects and play games which involves subtractions. They think critically as they stand back and observe large marble run before putting the marble in and they complete puzzles and matching and sorting games. Through topic based projects such as using the colours of the British flag to create pictures to celebrate the Queen Elizabeth's birthday or planting and growing seeds in the garden. Children learn about the world around them.

There is an interesting range of activities and resources that provide children with a positive outlook on the wider world and this is extended to the beautiful wall displays to support their knowledge. Children enjoy using a variety of natural and strong plastic resources to build complex models. They have opportunities to explore different media, including painting and making pictures with coloured glitter.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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